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Miss Trolinger

PROCEEDINGS

NUTRITION SECTION of the

CONFERENCE OF CENTRAL STATES EXTENSION WORKERS

Iowa State College of Agriculture
Ames, Iowa
April 26 to 29, 1926

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UNITED STATES DEPARTMENT OF AGRICULTURE

Extension Service..... C. W. Warburton, Director
Office of Cooperative Extension Work..... C. B. Smith, Chief

Washington, D. C.

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PROGRAM OF NUTRITION SECTION
Conference of Central States Extension Workers

Iowa State College of Agriculture
Ames, Iowa

April 26 to 29, 1926

Monday, April 26

9:00 a. m. General session.

For all members of conference and guests.

Nutrition Section
Florence Atwood, Nebraska, General Chairman

11:30 a. m. Nutrition round-table luncheon - Margaret Baker, Iowa, presiding.
Five-minute reports, by States, of the most effective piece of
work in progress.

1:30 p. m. Organization of section - Margaret Baker, Iowa, presiding.
Election of officers.
Appointment of committees.

Round-Table Discussions
Florence Atwood, Chairman, presiding

1:45 p. m. Standards basic to the nutrition project - Grace Armstrong, Illinois.

2:15 p. m. Organization of the foods and nutrition project into units of work in
counties with and without home demonstration agents.

Creating interest and enrolling members - Gladys Stillman, Wisconsin.

Food selection for the family - Aneta Beadle, Indiana.

Coordinating the home and school program of child feeding -
Martha Mae Hunter, Michigan.

Food preparation - Dorothy A. Loudon, North Dakota.

Nebraska's foods for health project - Florence Atwood, Nebraska.

General discussion.

Tuesday, April 27

8:30 a. m. Round-table discussion on growth work for 4-H club members - Miriam Birdseye, presiding.

Goals; subject matter; illustrative material; training local leaders for growth work - paper by Hazel Spencer Schaus, North Dakota.

Making the most of the health contest - Mary Dolve, South Dakota.

Team demonstrations on growth work correlated with subject matter of agricultural and home-economics clubs - Inez Hobart, Minnesota.

9:30 a. m. Period set free for committee meetings.

1:30 p. m. Joint Conference*
for

State home demonstration leaders, household management specialists, and nutrition specialists.

Possibilities and limitations of local leadership.

Subject matter - Inez Hobart, Minnesota. Nutrition.

Forwarding the project - Avis Talcott, Iowa. Assistant State Leader.

Developing public opinion - Edna Smith, Michigan. Household management.

Spread of project work beyond members of organized groups
Lelia Ogle, Ohio. Nutrition.

Home projects for older girls - Gertrude Warren, Washington, D. C., Extension Agent, Club Organization.

What is the test of efficient use of home-economics specialists in the extension program - Director Ramsower, Ohio.

Relation to commercial organizations - M. Attie Souder, Illinois. Household management.

Reception by Home-Economics Department of Iowa State College, and visit to Home-Economics Building.

*Contributions by nutrition specialists to the joint program are included in the proceedings of the State home demonstration leaders' section.

7:00 p.m. The place of the "single practice" idea in the nutrition project -
Alma Garvin, Ohio.

Use of illustrative material - Marion Dunshee, Missouri.

Fairs and exhibits - Ruth Cessna, Iowa.

8:15 p.m. Showing of Spencer Lens Company's slide films on posture.

Exhibit of illustrative material from United States Department
of Agriculture and from the States.

Wednesday, April 28

9:00 a.m. Presentation and discussion of committee reports - Florence Atwood,
presiding.

11:00 a.m. Revision of committee reports in accordance with section instructions.

2:00 p.m. General session for all groups. Presentation of section reports.

Thursday, April 29
Subject-Matter Conference

9:00 a.m. The outward manifestations of optimal growth and nutrition. Demonstration with children of various ages.

Dr. Borden S. Veeder, Professor of Pediatrics, St. Louis, Mo.

1:00 p.m. Causes of nonappetite in preschool children - Lydia Roberts, School of Education, University of Chicago.

The rôle of diet in lactation - Dr. F. Mabel Nelson, in charge Nutrition Research, Iowa State College. Paper read by Ida M. Schilling.

Reasons behind the department's recommendations on canning - Dr. Louise Stanley, Chief, Bureau of Home Economics, United States Department of Agriculture. Paper read by C. Belle Lowe, Iowa State College.

Discussion.

Present status of goiter investigations. Paper contributed by Dr. Robert Oleson, in charge of Goiter Investigations, United States Public Health Service. Read by title.

Discussion of recent papers on hyperthyroidism - C. Belle Lowe, Iowa State College.

Discussion.

Significant recent vitamin studies. Paper contributed by Sybil Smith, United States Department of Agriculture, co-editor with Dr. H. C. Sherman of Columbia University on "The Vitamins." Read by title.

Adjournment.

Note

Papers presented on the subject-matter program are not included in the proceedings of the conference. Most of them were mimeographed separately and distributed at the conference. Copies may be obtained from the Office of Cooperative Extension Work, Washington, D. C.

PERSONS IN ATTENDANCE
State Nutrition Specialists

Illinois.....	Grace B. Armstrong	Minnesota.....	Inez M. Hobart
Indiana.....	Aneta Beadle Flora Miller	Missouri.....	Marion E. Dunshee
Iowa.....	Margaret M. Baker Lloyd Church Ruth Jessna Lillie Swanson Josephine Arquist (girls' clubs)	Nebraska.....	Florence J. Atwood Jessie Greene
Kentucky.....	Dixie Harris	North Dakota.....	Mrs. Dorothy Loudon
Kansas.....	Georgiana Smurthwaite Conie Foote	Ohio.....	Alma Garvin Lelia Ogle
Michigan.....	Martha M. Hunter	South Dakota.....	Mary A. Dolve Susan Z. Wilder
		Wisconsin.....	Gladys Stillman Edna Huffman

Extension Directors

T. R. Bryant, Assistant Director, Kentucky
K. L. Hatch, Assistant Director, Wisconsin

Office of Cooperative Extension Work

G. E. Farrell, In Charge, North Central Division.
Grace E. Frysinger, Field, North Central Division.
Miriam Birdseye, Extension Agent, Nutrition.
Gertrude L. Warren, Extension Agent, Club Organization.

Guests

Dean Anna E. Richardson, staff of the Division of Home Economics, Iowa State College of Agriculture, and graduate students in nutrition.

COMMITTEES

Program for conference

Margaret Baker, Iowa, Chairman.
Grace B. Armstrong, Illinois.
Miriam Birdseye, Washington, D. C.
Inez Hobart, Minnesota.

Standards basic to the nutrition program

Grace B. Armstrong, Illinois, Chairman.
Aneta Beadle, Indiana.
Ruth Cessna, Iowa.
Dorothy A. Loudon, North Dakota.

Long-time nutrition program

Florence J. Atwood, Nebraska, Chairman.
Margaret Baker, Iowa.
Lelia Ogle, Ohio.
Georgiana Smurthwaite, Kansas.

Growth work for 4-H clubs

Mary A. Dolve, South Dakota, Chairman.
Miriam Birdseye, Washington, D. C.
Marion E. Dunshee, Missouri.
Inez M. Hobart, Minnesota.
Edna Huffman, Wisconsin.

Research

Gladys Stillman, Wisconsin, Chairman.
Dixie Harris, Kentucky.
Flora Miller, Indiana.
Lillian Swanson, Iowa.

Resolutions

Florence Atwood, Nebraska, Chairman.
Flora Miller, Indiana.

LUNCHEON MEETING OF NUTRITION SPECIALISTS
Margaret Baker, Iowa, Presiding

A Glimpse of an Interesting Project from Each State

INDIANA - In our "Food for all ages project," one local club prepared a telling exhibit by taking a child who was badly underweight and had adenoids, giving him special attention and keeping records of improvement. The child was brought up to weight, and then with the weight curve and the other records was used for the exhibit. This created wide interest.

ILLINOIS - Our newest project, developed in response to a demand from the women themselves, is the buying of food. Many of them were buying more expensive food than they could afford because they did not know the standard grades and so frequently ordered fancy goods when standards should have done equally well. Since we could find little on the subject, we obtained subject matter from wholesale houses and retail merchants and have found them splendid sources of information. Some of the mail-order houses have been especially helpful.*** The project has grown into a six months' series handled through local leaders. We study coffees, teas, canned goods, and other products. One day is spent on questions of economics, such as the spread between the price paid to the farmer for a barrel of apples and the price to the consumer for the same apples. For this we have obtained figures from many sources but the women have been interested enough to work up figures for themselves in their own localities.

IOWA - We have a score card for feeding the preschool/child which summarizes our course in child feeding. The foundation for using this score is given in the first year by means of a simple guide for meal planning. Each woman reached through the training school keeps one of these guides in her kitchen.

In one county an underweight child was sent home from school with a card. The mother fed her with especial care following the score card. The whole family became interested in the problem and cooperated with the mother. Next, the whole training school became interested. At the end of the project, the mother filled out the score card showing that the child was up to weight, had improved in school work, and was in excellent health.

KANSAS - We also use a score card in one project. However, in one county where we started with another project, the women grew so interested that they organized themselves for community health and asked to prepare their own score card. They suggested that each community be scored on the basis of the variety of vegetables grown in the garden, the quantity of fruits and vegetables preserved for winter use, and the number of people in the family showing normal nutrition.

KENTUCKY - We have a food preparation project and a food for health project. Although we are new to local leadership, we have had great success with our leaders this year. The score card has helped a great deal. In the food

for health project, we deal with underweight and overweight and problems in child feeding.

MICHIGAN - We have a food-selection score and a health score. The latter score has been O.K'd by doctors and represents the "outer evidence of the inner workings." This health score card for children succeeded so well that both the agents and the women became interested in using a similar score for adults. It gives the women a standard to work toward.

MINNESOTA - St. Louis County, in the northern part of the State where they had the fewest greens, started a New Zealand spinach project. A garden committee organized through the home demonstration agent procured some seed and asked a limited number of women to plant a crop and if it was successful, to entertain a few friends or neighbors and serve some of the spinach. Each demonstrator was later to give a package of seeds to each of five friends and ask them also to plant. These friends were to repeat the program and to report back their success. Last year, we had over 300 women planting spinach and passing on seed. At the county fair this project was cleverly worked out in a series of exhibits with posters after the order of "The House that Jack Built." The last scene showed a family eating spinach. Members of this project in Minnesota are now known as "The spinach people."

MISSOURI - In our child-feeding project, we organize five neighboring rural schools for a health contest. In the fall, the county agent and specialist weigh and measure the children if there is no school nurse, explain the importance of good food habits, and show how to use the score card. The mothers and fathers are invited to this first meeting and a project leader is selected to keep up the work in the community. During the school year she serves as a go-between between the community and the college and keeps the children interested in health habits. The contest is based on improvement in food and health habits and in weight, and on the making of scrap books, songs, games, and plays. Finally the parents come together to see the results of the contest and note the records of improvement. At one such meeting, 500 persons were present. This has proved a fine means of introducing nutrition work for adults into the counties. The schools ask to continue the health education work the second year. One county put on physical examinations for its children. In another the county health unit had a clinic and examined the boys and girls in a final round-up meeting of parents and children. Thus we follow up work begun in the schools and reach back into the homes.

NEBRASKA - Our women's work carried on through local leaders not only develops new leaders but has aroused new interest in many phases of home making. The Women have discovered latent talents for passing on the work and it has stimulated them to inform themselves on many subjects of which they knew nothing before. They get an entirely new conception of home making. At first our leaders felt it a hardship to attend training meetings regularly but now they come without urging on our part, going back to their neighborhoods with something different to give at each of their meetings. They think logically and make definite reports and find that this contributes to their own development. * * * We also have had a New Zealand spinach campaign growing out of an interest in greens aroused by the score card. In Nebraska many homes are limited to the use of a few fruits and vegetables so we have studied the problem of using some of these in a variety of dishes.

Last year, one county compiled a cook book of the recipes found or invented by the women, each recipe over the signature of the woman who provided it.

OHIO - Our county achievement meetings gather together not only the township leaders, but the local leaders from all over the county who have been trained by the township leaders. The local leaders plan this meeting in which original stunts, plays, and poems are featured. Results from the various townships are summarized so that the local leaders from each township can compare their results with those of other townships. The specialists attend and help plan for the next year's work on the basis of the reports made at this meeting. This method has increased the interest throughout the State in better food habits. One successful feature has been the well-attended follow-up meetings in the townships. * * * Year before last, the nutrition specialists completely revised the subject matter for the girls' foods clubs since the junior program is a part of the State nutrition program. Our local leaders now feel that their training in adult work is helping them to do acceptable work as leaders in the girls' clubs. Our girls are planning meals for better health and scoring themselves in food habits and for health. In nearly every instance they are improving their scores.

WISCONSIN - In our milk utilization work, we have featured the 60-day county-wide gain in weight contest. After this is launched by the specialist the project leader carries it on. A small prize is offered as an inducement to start, and the children are very keen about the work. This work gives a good foundation for an adult nutrition project in the county later on.

SOUTH DAKOTA.- In South Dakota, nutrition work is carried on by local leaders trained either by home agents who serve in four counties or by the State specialists. We have about 900 home demonstration clubs reaching between 16 and 18,000 home makers. This year one outstanding demonstration is the milk work which was put on as a state-wide campaign. Local leaders were trained to carry milk work back to their clubs; a milk circular was given to each member of these clubs, telling the value of milk in the diet, and what South Dakota is doing to produce clean milk. Milk preparation demonstrations stimulated interest in milk dishes. The cooperation of county superintendents having been obtained, milk stories were sent out during November to teachers in the schools from which club members were enrolled. Later, a poster, essay, and slogan contest was held in 33 counties, and prizes were awarded from the State office. During the same month, a milk program was given in 265 rural or community clubs, with a membership totaling 20,000 families. This campaign has resulted in a great increase in the use of milk over the entire State.

IOWA - Leaders of our girls' clubs meet with the subject-matter specialists three times a year. Next year they will attend also three meetings of the regular adult training schools and will have one conference by themselves, a total of seven meetings. This year they will specialize on nutrition. * * * Last year our State championship team made whole-wheat bread. They did fine work because they had given 45 demonstrations in their county and outside, before local women's clubs, girls' clubs, Kiwanis clubs and Rotarians, and at farmers' institutes and county fairs.

STANDARDS BASIC TO THE NUTRITION PROJECT
Grace B. Armstrong, Illinois

The whole home-economics extension program, of which nutrition is but one project, is primarily educational. * * * In attempting to popularize any subject, there is always danger of lowering standards. * * * It is well, therefore, that the extension workers of the Central States spend some time in consideration of standards of the nutrition project, both as to subject matter and as to methods of presentation.

According to authorities in education (Monroe, DeVoss, and Kelly) a satisfactory standard must be reasonable and must be efficient, "i.e., one that can be attained by pupils under school conditions and without an undue expenditure of time." Paraphrased to apply to the nutrition project, we have "a standard that can be attained under home conditions without undue expenditure of time." It should be noted that this definition speaks of a standard that can be attained under certain conditions, and it is of interest to know that educators are practically agreed that neither the average nor the norm of that which has already been attained is sufficiently high for a satisfactory educational standard. These same authorities further explain that by an efficient standard is meant a standard that represents a degree of ability which equips pupils for meeting present and future demands with a high degree of efficiency. It might be well for us to examine each standard in the nutrition project by asking, "Is it reasonable?" and "Is it efficient?"

The subject matter of the nutrition project for which standards are needed includes: - (1) The selection of food, considered from both the economic and the nutritive standpoints, (2) the preparing and serving of foods, and (3) the expenditure of time, work, and money for food in relation to that used for other phases of home making.

Since this is not the first group that has considered standards for the nutrition project, it might be well to mention briefly some standards already in use or being considered at present.

One is the height-weight-age table for children and adults. These tables have been helpful in at least getting persons to ask themselves whether they have been eating too much or too little. * * * However, for several reasons, the use of average weight as a standard for adults has been questioned for sometime and the American Medical Association has recently proposed to study and revise the tables.

The need for a more complete standard than height and weight for measuring the nutritive condition, growth and posture of children, has led to such standards as those used by Dr. Caroline Hedger and those

used by Dr. Hugh Chaplin. And now the American Child Health Association has undertaken to "draw up a set of points indicating the outward signs of good growth and nutrition that will be acceptable to its advisory council of pediatricians." This standard for judging the nutritive condition of children will be of much value to all nutrition specialists.

The revision of the height-weight tables for women and the addition of tests to be applied in determining conditions of children does not indicate that these tables were not valuable standards. It rather shows that their usefulness has been recognized and that the medical associations would have them as "reasonable" and "efficient" as they can be made.

The extension nutrition committee of the American Home Economics Association has been working more than two years upon an individual food-selection standard. Their report has been cast in the form of a food-selection score card, and a copy has been submitted to each nutrition specialist. If this uniform score card is given a fair trial by all specialists for a year or two and revised as is found advisable, doubtless a very fair standard for judging food-selection habits of the individual will be the result.

The home-management specialists are looking to nutrition specialists for standards both in food selection and in food preparation which they may use in their work in budgets, time schedules, and selection of equipment. The nutrition specialists may receive valuable help in setting such standards by a careful examination of the time and task studies, accounts and budgets already made by women, under the guidance of the home-management specialist.

These are but a few of the standards in subject matter needed. The nutrition project as a part of the home-economics extension program should be and is educational but it does not necessarily follow that the methods used in resident teaching are best for this type of teaching. The difference in the organization of groups and in the training and experience of the persons making up these groups, make classroom methods impractical.

The first methods used in extension teaching were the lecture demonstration and instruction through newspaper and other printed articles. There have been no uniform standards for these methods, the quality of the work depending upon the ability of the persons in charge.

One great difference between extension teaching and classroom work is that persons receiving the former desire "facts that may be used at once and not knowledge to be stored up for the future." It has been found that the establishing of certain "definite practices" rather than just statement of principles is more effective in extension teaching. And so there came about the so-called result demonstration.

There seems to be no very definite standard in general use for this, each nutrition specialist or county home demonstration agent outlining what she considers a worth-while piece of work, based upon conditions that exist when the work is begun. There is need for at least suggestive standards for result demonstrations in nutrition.

Another method of presentation now in use and growing in popularity is local leadership. There is much need for standards in this method, not only for subject matter given through local leaders, but also for the training of leaders and the supervision of their work.

Since it has frequently been found effective to emphasize but one practice at a time and to do that in the most simple and attractive form possible, we have made use of what is called in education, the device. These devices are used for various purposes in establishing some definite practice. They are used to obtain interest, to give information, to make the actual doing attractive, and to measure results. Standards for these devices should be kept high, or criticism of the whole project may result. In studying these it is almost impossible to consider the device apart from the subject matter involved.

One of the first devices used in the nutrition project was the food calendar. Later there was the food-selection score card which had the added attraction of the contest idea. The card having spaces for scoring a number of consecutive days includes the idea of both the calendar and the score card. These have been among the most effective devices used in the nutrition project. The standards for these have been high and have improved each time there has been a revision.

The budget has been used as a device in presenting the nutrition project. This includes the general food budget, considering the amount of food that should be allowed and the money to be spent for it, food preservation budgets, and farm food supply budgets. There has been little uniformity in these. * * * Standards have been kept fairly high but they have been based upon the opinion of a few rather than of a large number or upon results of research. There is need for work on these.

Plays and pageants are devices whose chief function is to interest persons in nutrition, although they may give some information also. Fortunately, perhaps, not every one has time to write a play or pageant and so many of those written are by persons having some ability and are very good.

This, alas, is not the case with posters and songs, two other very helpful devices. No doubt everyone here, except the few who may be talented or trained along that line, has made posters that break all principles of art. Fortunately, there are many attractive posters that

may be purchased for a few cents or had for nothing. Also the art class in the local school will often gladly make posters.

Even worse than the posters, have been the results of attempts of nutrition workers to write songs. Too often we have parodied really good folk or national songs. Would not nutrition specialists resent the misuse of the principles of nutrition to "put across" some idea in another field? Recently in one of our Illinois counties a local woman told us that the words we were using in such parodies spoiled the fine old songs and were so inferior to the rest of the nutrition work that she did not wish to associate the two. Similar songs had been included in the nutrition-health demonstration for rural schools. We decided that these songs were far below the standards of the nutrition, child training, and music projects. They are no longer included. Just so fast as it is possible to find them, good songs are being substituted. Instead of singing a parody about exercise to the tune of Jingle Bells, the idea is taught by the little song (with motions) "Oh! How I like to go up in a swing," etc. One of the many little lullabies for the lesson on rest and sleep, is "Baby's boat's a silver moon, sailing in the sky," etc. For the lesson on cereals the old Dutch ditty, "The hungry windmill" is to be used and for the lesson on sweets "The gingerbread man." There are to be songs for the grown-ups also as soon as they can be found or written. Just as the American Medical Association and the American Child Health Association have become interested in the making of the height-weight tables so will musicians help in finding or writing good songs. Miss Fannie Buchanan of the Victor Talking Machine Company is most interested in this and is helping in the work in Illinois.

In the few minutes that could be allowed for this discussion, it has been possible only to suggest that standards basic to the nutrition project should include those for subject matter and methods of presentation; that standards must be kept high; that a few standards have been set and that there are many more to be set; and that groups of persons trained in other lines may work out standards requiring a certain technique which may be of value in the nutrition project.

THE ORGANIZATION OF THE FOODS AND NUTRITION PROJECT INTO UNITS OF WORK

Creating Interest and Enrolling Project Leaders Gladys Stillman, Wisconsin

Interest in the nutrition project in a State where there are few home demonstration agents, may be created by the following means:

1. Natural spread from county to county.
 - (a) Through outside guests at achievement days.
 - (b) Through outside guests at local groups.
 - (c) Project leader may carry work to next county and thus lead to requests for work.

2. Special meetings where work is explained and demonstrations are given or specialist talks.
 - (a) Summer picnics at experiment farms.
 - (b) Farmers' institutes (the speakers explain our work).
 - (c) State and sectional meetings of
County superintendents. Women's clubs.
Teachers. Parent-teachers' associations.
Nurses. Home-economics teachers.
3. Farmers' week and short courses.
 - (a) University of Wisconsin.
 - (b) Normal schools, training schools.
4. State fair demonstrations (example, hot lunch).
5. Circular letters.
6. Publicity.
 - (a) Newspapers.
 - (b) Agricultural magazines.
7. County extension agents.
 - (a) County agricultural committee.
 - (b) Local committee.
 - (c) County workers as superintendent, nurse.
 - (d) General meetings.
Community clubs.
Women's clubs.
Breeders' associations.
 - (e) Circular letters.
 - (f) Newspaper publicity.

The organization of local clubs and the enrolling of project leaders follows the awakening of interest in the various lines of work.

Food Selection for the Family
Aneta Beadle, Indiana

One of the three nutrition projects in Indiana is "Feeding the family." The State project leader meets the local leaders for training in five all-day meetings during the year.

At the first or organization meeting, plans are made for the year's work, so that the leaders can give to their local organizations some idea of the work. If a county chairman has not been selected she is elected at this time. A news chairman is also elected, who collects all the news from the various townships in the county and is responsible for having this appear in the local papers.

For three years Indiana has been carrying on a campaign for the use of flour grown and milled in Indiana. At this first meeting, therefore, a local miller presents facts regarding the milling of Indiana wheat. The

women bring in bread, they have baked from Indiana flour and this bread is "scored." Modified dough products also are baked during the day. As a result of this work an average of 60 women per county now use Indiana flour who never used it before.

The subject for the second meeting is a well-balanced meal. The "Daily food reminder" is used for the fundamental principles. Meal planning is emphasized from the standpoint of age and occupation. The five food groups which should be represented are discussed. A meal is prepared and served by the local leaders at the county meeting. For their local meetings they use this same meal or one which they themselves have planned. In the afternoon corrective foods for common ailments such as constipation and anemia are discussed. Exercises to correct constipation are also demonstrated to the women, who rehearse them until they can demonstrate them correctly.

Foods for various stages of growth and development, such as expectant mother, preschool and school child are only briefly discussed, since another project, "food for all ages" deals with the various stages of growth and development.

The third meeting plans the food supply for the following year. The women are urged to plant in their gardens the foods which will give variety to the diet. Special emphasis is placed upon the planting of enough green leafy vegetables to can for use during the winter months. Various types of canning equipment are shown and the different methods of canning are presented. Actual canning demonstrations of fruits, vegetables, and meats are given by the local leaders.

The fourth meeting takes up the important subject of the school lunch. The aim of the local leaders is to have one hot supplementary dish in every school in the county. If lunches are already established in some communities, those leaders will render assistance in adjoining communities. The county superintendent of schools, the county nurse, and the home-economics teachers are invited to this meeting since their cooperation is needed to make the movement a success. After obtaining this cooperation, committees are appointed to organize and put into operation the hot school lunch. A chairman is appointed whose duty it is to give talks in communities not yet in sympathy with the work and arouse there a working interest.

The last part of the meeting is used for planning the achievement day. Achievement day is the time when the whole county, both men and women, are invited to see the results of the year's project.

Each working community is responsible for a demonstration and an exhibit. The former is planned ahead so that no two communities will have the same subject. The latter is kept an entire secret within the community and may relate to any phase of the project. It need not concern the same subject as the demonstration. Hence, while several communities may have exhibits on the same subject, the style of treating the subject makes for varied exhibits.

The women themselves plan these exhibits, as this gives an opportunity for working out original plans, and developing the spirit of cooperation. The ability shown by these women is surprising.

The local leaders select as judges three disinterested persons who are versed in home-economics problems. In judging, 50 per cent is allowed for exhibits and 50 per cent for demonstrations. This year each nutrition county is raising a fund to send the winning team to Purdue University for the annual conference.

Progress toward the goal of this project is measured by:

- (1) Number of women adopting suggested food practices.
- (2) Number of cases of malnutrition benefited.
- (3) Number of school lunches established.

Correlation of the Home and School Program of Child Feeding
Martha Mae Hunter, Michigan

Four years ago so many requests came to the Extension Service from the public health nurses of the State for nutrition material to be used in the schools that a series of nutrition and growth stories was written. This was accepted with enthusiasm by the State organizations as well as by the teachers and the nurses. But though the enrollment was large many teachers failed to put across the project successfully, due probably to lack of training in health work or to the indifference of the parents. Our experience has shown that it is better to limit the enrollment to a smaller number of selected schools and to give some supervision to the work in addition to the monthly letters sent out by the specialist to the teacher. Next year we shall limit the enrollment chiefly to schools in communities in which the home nutrition project has been or is being carried on, schools enrolled for the hot-lunch project, teachers over whom the county or city nurse has had supervision, and teachers who have completed the first nutrition series successfully. Results of supervision by the specialist last year, in 26 schools, and by one of the home demonstration agents in the schools of her county have justified this plan. Since the time of the home demonstration agent and of the specialist is limited, however, this supervision must now come chiefly from local leaders trained in the home nutrition project.

Last year, since only a few communities were organized on the local-leader basis for the home nutrition project, and since all-day meetings for the women alone were not advisable in all communities, the specialist spent the greater part of the morning with the school children. This not only helped to arouse the interest of the extension agent, but stimulated the interest of teacher, parents and children in the project, increased the spread of influence, and brought about most satisfactory results through correlation of the home and school influences. The children belonging to the members of the home nutrition group usually set the fashion for the other children in the school. If they made it "the thing" to bring milk,

or vegetable sandwiches, or a raw carrot, or a pint jar of food to be reheated for the noon lunch, practically every other child insisted upon doing likewise. Thus many homes were reached through the children which otherwise would have showed little interest in the work; and many parents and preschool children improved their food and health habits due to the influence of the school children. A number of mothers remarked that since the children had taken the initiative in building their own health, much less urging was necessary on their part.

The following plan was used last year for correlating the work of the home and the school: At the first meeting of the home nutrition project the specialist explained the school nutrition series and the plan of work for the year, gave out enrollment cards to the various community leaders for the teachers of their local schools, and instructed the group members in the technique of weighing and measuring so that they might assist the teacher if she so desired. The specialist showed the women how nutrition and right living is manifested in the outward appearance so that the group members might better understand the nature of the demonstrations to be given later at the school. She also briefly discussed a noon lunch suitable for the members of the group as well as for the children. The school children were usually invited to eat lunch with the mothers. The women were then helped to plan a suitable noon lunch for the next month's meeting.

The community leader was expected to interest the community and the teacher in the school nutrition series and in the serving of a hot dish at noon; to enroll the teacher to take the series and to assist her in the weighing and measuring of the children; also to procure scales if necessary.

In the mornings, the specialist gave a short talk before the teachers, the children, and such of the mothers as could attend, to arouse interest in nutrition and health, to explain what a normal healthy person should look and be like, and what a child should do to become healthy. The nutrition and growth creed, which is always sent with the first story of each series, was used as a basis for the talk. The specialist then scored each child as a demonstration before the mothers and the teachers to show how proper nutrition and well-being is manifested in the outward appearance. Any child who showed poor nerve control, however, was scored before his own mother and the teacher, but not before the whole group. If the community leaders had not already done so, the specialist instructed the teachers in the weighing and measuring of the children.

To follow up this beginning, the specialist sent letters to the teachers and to the leaders at regular intervals with suggestions for furthering the interest in the work and made a short visit to each school at the end of the school year. This day was set aside as achievement day for the school.

Meanwhile the community leader assisted in the monthly weighing of the children and in the measuring at the end of the year; presented the home nutrition subject matter to the teacher of her own district, or saw that the home nutrition pamphlets reached her; supervised the hot dish at noon to make sure the proper food was being served, whether it was prepared at school or by the mothers of the district, and in general made sure that the work was carried on by the teacher in the manner suggested by the specialist and that reports were sent in at the proper time.

The teacher was expected to teach one nutrition and growth story each month and to correlate this work with the regular school work and with that of the home nutrition project; to supervise the checking of the monthly classroom record charts each day and supervise the preparation and the serving of the hot dish at noon. She also assisted in the weighing and measuring; summarized the monthly classroom record blanks and sent in necessary reports to the State office. Sometime during the year she was asked to give a health play or to make posters to stimulate interest in the work.

For 1925-26 the plan is practically the same except that the specialist has had no time for contact with the schools except through monthly letters to the teachers and local leaders, and the supervision of the project has been left entirely to the local leaders in the home nutrition project. At the local-leader training meetings these leaders receive instructions as to what they should do in the schools, provided the teacher is interested and willing to have the leader come to give a nutrition talk to the children. To increase her effectiveness, each local leader is supplied with illustrative material, such as the specialist uses in the home nutrition work.

From the reports sent in by the teachers this year, and from the reports given by the local leaders at the training school, the results of the work with the children were most gratifying. However, of the teachers carrying on the work in the communities where no supervision was given, or in which the home nutrition series was not being carried on, reported that while they themselves were much interested in the work, they could not get the children and parents interested.

The local leaders as well as the specialist are most enthusiastic about correlating the work of the school and the home. Our experience has shown that it is easier for both the teacher and the local leader in the home nutrition work to make a success when the parents, the teacher, and the children are cooperating for the good of the whole community and of society as well.

Nebraska's Foods for Health Project
Florence J. Atwood, Nebraska

The project is conducted through project leaders chosen to represent their groups at training meetings held with the State agent in foods and nutrition. The same leaders should attend all the training meetings. Each county must have at least five organized groups, each represented by two project leaders. Our experience has taught us to limit the number of leaders to not more than 20 plus the county chairman. Where more than 10 groups in a county desire the project, two or more adjoining clubs may cooperate in sending the two leaders to the training meetings, or two training meetings may be held.

In home demonstration agent counties, project leaders can consult with a home-economics trained woman and thus do a better quality of work and do it more easily. The home demonstration agent visits each local club once or more during the project and may add a short demonstration to that given by the project leaders. In such counties, the State extension agent may meet with each local club for one afternoon during the project, to give the demonstration for that month. In the morning, the State agent meets all the leaders at this place for the usual training meeting. In the afternoon, she

demonstrates the work to these project leaders together with the members of the hostess club. The next month the home demonstration agent makes the same arrangement with a different club as hostess.

The program for this year's work is distributed as follows:

January-Project planning day, food-habits score card.
February-Serving vegetables so they appeal to children.
March-Taking the drudgery out of meal planning.
April-Community meals.
May or June-Achievement day.

Hereafter, we shall plan for a series of eight monthly meetings, beginning in September and closing the following May. The training meetings are held at a central location, beginning promptly at 10 and closing at 3:30 o'clock. Each year a greater number of clubs hold all-day meetings, making possible a more thorough study of the monthly demonstration. The same general procedure will be followed at each training meeting.

- (1) Project leader's reports of club progress.
- (2) Review.
- (3) Music.
- (4) Demonstration of new work.
- (5) Plans for local group meetings.
- (6) Plans for the next project leader's training meeting.

At each training meeting, the leaders receive outlines to be followed in conducting the local group meetings and enough circulars to supply each member of the group.

LOCAL GROUP MEETINGS. The project leaders hold their group meetings within two weeks after the project leaders' training meeting. Groups undertaking this project are encouraged to devote the entire afternoon to this meeting, but preferably all day. If the group is carrying any other line of work in addition to the project, it is urged to hold two meetings each month instead of attempting to combine two programs in one meeting.

We have found that the best success is obtained when the leaders take time at the first meeting of their groups to explain the general plan and purpose of the project. Then the local people understand that each member is expected to:

- (1) Attend all meetings regularly.
- (2) Take an active part in each meeting doing any practical work requested.
- (3) Put into practice, if possible, what she has seen demonstrated.
- (4) Report on what she has done since the last meeting.
- (5) Interest others in the project by passing on information about it, particularly regarding improved practices resulting from work with this group.

This year we have 88 clubs which have adopted the foods for health project as their program of work. In these clubs 1,195 women are enrolled.

GROWTH WORK FOR 4-H CLUB MEMBERS
Hazel Spencer Schaus, North Dakota

Growth work for 4-H club members as a part of the organized plan of work for juniors in North Dakota had its beginning last year in three counties. Previous to that time health contests had been held during the last two junior achievement institutes. With the interest and cooperation of Doctor Evans, of the child health demonstration at Fargo, certain features of this health work have been worked out. He has gone over the material that goes to the leaders and club members. He, with Miss Pierson, supervisor of nurses for the child health demonstration, has given the examinations at the achievement institute and by follow-up work through the extension office they keep in touch with the club members examined.

Plan of organization.

Growth work for 4-H club members is open to all junior club members when the county extension agent, the State club office and the State agent in foods agree that it is practical. To start with, three counties were selected. These counties had manifested exceptional interest during the health contests and, in all three, some one was available to give the health examinations. Plans were talked over with the agent, county nurse, school nurse, and local leaders first, then whenever possible, group meetings with adults were held to explain how growth work was to be incorporated in the regular junior program.

Usually the State agent in foods and county agent met with the junior groups and explained to them exactly what health work meant and how this phase was to become a part of the year's program. Some special phase was featured at this time so that they might know exactly how to proceed at other times.

Requirements.

(1) Each club devotes 10 to 15 minutes once a month to considering some phase of health work.

(2) At various intervals, designated by local leader and State agent, each member is to check a food record, to see what improvement or change has been made in food habits.

(3) Each member is to keep a growth record. This helps to indicate health.

(4) Then each member keeps a health record. The health examination to be given by the county or school nurse.

Goals.

There are very definite reasons for incorporating "Growth work for 4-H club members" with the regular club programs. Since the club motto is "To

make the best better," and since club work stands for making the club member his own best exhibit, health work should hold an important place in the club program. It seems to be easier to get organized groups to do constructive work along the line of improved food and health habits than individuals.

The following reasons would warrant the addition of "growth work for 4-H club members":

(1) To develop an appreciation of the value of good health. Club members, if they make a study of health, can not help but feel the value of good health and then practice it.

(2) To develop healthy minds and bodies through an understanding of the value of the establishment of good food, health and posture habits and the proper care of the body.

(3) To develop positive health in a community.

(4) To develop poise, self-confidence, and self-expression by taking part in club programs and demonstrations.

Subject matter The subject matter includes:

FOOD SELECTION. A study is made of the food-habits score card. Through this study can be brought out the facts that food builds and repairs the body, gives it power to do its work, and helps keep the body in a condition to resist disease. The score card is an effective way of bringing the problem of food selection to the club member. This method is concrete and gives definiteness to the problem. The agent, at a meeting with the club members, makes out a sample score using one club member for each item on the score sheet. This gives a group score. As the agent proceeds, she indicates where improvement is needed and commends the good habits already formed.

With this can be tied up the weighing and measuring. The charts and the tables used for this are explained and emphasis placed upon the fact that weight is one of our health guides.

HEALTH RULES. Food is only one of several factors that put and keep the body in a good condition. Obedience to health rules is important so a study is made of these rules and a check is made as to how members are living up to them, and where improvement is needed.

Points in personal cleanliness are discussed, also the importance of a proper amount of sleep, out-of-door exercise, proper shoes, and good posture. The boys are especially interested in the posture phase.

The literature prepared in the State is as follows:

- (1) Leaders' suggestions for growth work (for leaders only).
- (2) Instructions and tables for growth work (for leaders and members).

(3) Manifestations of a well-built and functioning body,
(for leaders).

The following material is also available:

(1) Posture.

"Posture silhouette photographs" of types found among college women and men, put out by the University of Southern California are excellent.

"Posture profiles," a little leaflet issued by the Minnesota Public Health Association at St. Paul, Minn., gives good line drawings of various types of posture in younger children.

"Posture standards," a set of six large charts, may be obtained from the United States Children's Bureau for 50 cents a set. This material shows silhouettes of various posture types for thin, average, and stocky boys and girls, with a short description of each.

The American Posture League, 1 Madison Avenue, New York, puts out some material on posture and correct chairs that can be used to good advantage.

(2) Nutrition.

Slides and prints may be purchased or borrowed from the Office of Extension Work, United States Department of Agriculture. These slides show effect of diet on development of bones and teeth.

(3) Miscellaneous.

"Chicago Health," issued weekly by the Chicago Department of Health contains splendid material along all lines of health.

Training local leaders.

For the best results, it is advisable to have, first of all, a county-wide or district meeting with the local leaders in order to give them a clear understanding of the whole problem. Even after that, the leaders will need considerable help, in methods as well as subject matter material. The State nutrition agent makes a practice of visiting local leaders and individual clubs as often as possible to help each with their problems. This because few counties have home demonstration agents to do follow-up work, and it is necessary to have as frequent contact as possible.

How To Get The Most Out Of The Health Contest
Mary A. Dolve, South Dakota

The object of any contest in club work is to focus the attention upon the results of certain practices or on standards to work for. Unless the results of the contest bring out good demonstration or illustrative material that can be used to advance that particular project or practice the contest has not served its full purpose.

The contest should bring out standards or ideals to work for, not only to the participants of the contest but to a much larger number. This can be done by using the prize-winning products in demonstration meetings, or if the products themselves are not available or practical, pictures and slides can be made and used to good advantage.

To get the most out of the health contest, it should help visualize the physically fit boy and girl and also show what boys and girls can do for themselves to approach or even surpass the visible standard set by the so-called club health champion.

To do this it seems as if two different classes should be provided for in the contest:

One class in which the scoring or basis of award is made directly upon the achievement or progress made by the club member. This should serve as an incentive to the club members that really need the growth or health work. It also ties up directly with the growth or health work done by the club members, and in South Dakota it will tend to make the club health clinic even more effective in its results.

The scoring in the second class would be based on the physical perfection of the contestant. The result of this class would be to focus the attention upon concrete illustrations of what we are working for, or in other words, furnish illustrative material through the individuals themselves, through pictures, slides, and the like, of the standards we are working for. There is need for material with which we can teach standards. The class based on improvement would furnish illustrative material in the same way and focus attention on how the standard worked for can be approached.

To get the most out of the health contest both the goal or standard that we are working for and also the possible achievements in approaching that standard should be brought to the attention not only of the participants in the health contest but to a large number of others.

It seems rather difficult to bring out the two results in a contest which has only one class. It does not necessarily follow that the club member who scores the highest in actual achievement based on what he had to start with physically would make a good State representative in the contest at Chicago. We hope to develop in South Dakota eventually a contest in which

entries can be made in two classes. This will make it possible for every club boy and girl to participate with some hope of making a good showing.

In South Dakota a club health clinic, rather than a health contest, has been held in connection with the club camp at the State fair, for the contest has been a secondary feature.

Every club boy and girl in attendance at the State fair club camp is eligible to enter the clinic, whose object is to give instruction and suggestions that will help the individuals participating. As the member passes through the various parts of the clinic the examining physicians take time to point out weaknesses and make suggestions for corrections. For example, if a boy has very poor posture the doctor skillfully questions him about his food habits, hours of sleep, and the like. Then he explains in terms that the boy can understand and appreciate that his poor posture is due partly at least to poor muscle tone and that he can improve his posture if he will build up his muscles by eating the right things, getting enough sleep, and taking certain exercises. If it is a case of bad tonsils or adenoids, the doctor tries to show the boy what is happening to him and why he will improve if he has them taken care of. Even those who make the poorest showing seem filled with hope and determination when they leave the clinic. Results can be illustrated by remarks of parents and club members taken from reports sent in to the college:

"A year ago I scored only 86, which was pretty poor, so before last State fair clinic I had my tonsils out, eyes tested and fitted, while all year I tried to follow 4-H health rules. This year I scored 96.8 and won a gold medal. I think the 4-H health clinic is just fine." - Club girl.

"My father paid nearly \$60.00 for dental work for me immediately after I returned home from the fair." - Club boy.

"I had thought of giving up athletics due to my weak in-steps but was well satisfied when encouraged to continue. I think this work is one of the most important features of the boys' and girls' club work. It's a contest of the members themselves, as well as their products." - Club boy.

"We always prided ourselves on raising pretty good livestock and when we received the score cards of our boys and girls we were heartily ashamed to find that we were not taking the same detailed care of our children as of our stock. The work done at the clinic and the information we derived from it and from trying to put same into practice, together with the interest developed in the boy and girl, put our boy in the position of competing for first honors at the health clinic this year." - Parent.

"We feel that these health instructions and physical examinations are of great help and value to all boys and girls who are fortunate enough to receive them, especially where the corrections are simply calling attention to a carelessness on the child's part as was the case with our boy. He realizes that some one else besides mother notices and cares whether he combs his hair well and keeps his teeth clean. The greatest help though, I believe, is given to the many children who otherwise perhaps would not receive physical examination. We feel that boys and girls club work pays in every respect." - Parent.

"The examinations of the club folk this year seemed very thorough and discovered points which we, as parents, had not noticed before. Have done as suggested on score card and am more than pleased with the 4-H club clinic work." - Parent.

As the boys and girls pass through the clinic they are scored. Those scoring 95 to 96, inclusive, are awarded silver medals, and those scoring 97 and above receive gold medals. The outstanding members of the gold medal group, usually about six boys and six girls, are gone over a second time to select the champion boy and girl.

It does not necessarily follow that just because a boy or girl is on a demonstration team or is an exhibitor at the State fair he or she would be the best health exhibit from the county. Up to date there have been no county health contests to select a contestant for the health contest feature at the State fair. Such local contests would of course bring to the front contestants of higher standing in this class. It seemed to be easier and, under our conditions, the thing to do to develop the health clinic first and let the contest be a secondary feature. Now that the clinic is well established, we are free to develop the contest feature also. Through the health clinic a splendid cooperation has been developed with the State Board of Health and the State Medical Association and I doubt whether this would have been possible had we started with a contest alone.

TEAM DEMONSTRATIONS ON GROWTH WORK CORRELATED WITH
THE SUBJECT MATTER OF AGRICULTURAL AND HOME-ECONOMICS CLUBS
Inez Hobart, Minnesota

The club work was started originally in part at least to develop the boys and girls into vigorous efficient citizens, to make them appreciate the opportunities for development that were at hand. We are all familiar with the 4-H pledge:

"I pledge my head to clearer thinking, my heart to greater loyalty, my hands to larger service, and my health to better living, for my club, my community, and my country."

Somehow in our eagerness to develop the various clubs we have overlooked the fourth H, which is really of primary importance. Health while never considered as an ultimate goal is absolutely essential as a means of allowing the individual to develop his inherent powers and to be of full service to his fellows. The pale, sallow-faced boy who displays a fine baby beef is a sad demonstration of how far afield the club work has gone from its original goal.

It seems wise that while the boy and the girl are trying to attain certain standards of perfection in their project work they should also learn how to develop themselves to certain standards of good health. For in their health they will find increased ability to serve.

Our breeders of fine stock the country over know just how to plan rations for a young animal, but very few apply these same principles to the feeding of their children. Our farm women pride themselves on their good cooking and take prizes with their cakes and pastry at the county fairs, but do not understand why their children are ill-nourished.

This younger generation that we are reaching through club work should be taught skill in their project work, but they should also learn to correlate that work with "better living." The agricultural projects practically all deal with production and help to increase the opportunity for the community to have a better food supply - why not teach these boys and girls the value of their products in terms of health? The home-economics projects are all production or utilization problems and aim toward better home conditions. The girl who belongs to the canning club is going to have a keener interest in her project if she is taught to make a food budget that will mean better health for the family the coming winter.

In the team demonstration the club members should emphasize only one phase of the project. Let the team select the phase most closely correlated with their home economics or agricultural project, e. g., - the dairy team might demonstrate the value of milk in the diet or the relation of sanitation of milk supply to the health of the community. The boys in the judging contest could bring out the best points in a healthy lad, or give a posture demonstration. The garden club member with his exhibit of fresh vegetables could prove that health lay in the harvest of a well-planned garden. The hot school lunch demonstration lends itself particularly well to the teams who have been working on food preparation. The bread makers in their baking demonstration could bring out the value of the use of whole grains in the diet and show their preparation. The clothing teams could show the importance of careful selection of shoes.

The very posture and general health attitude of the demonstrators should be considered points in judging any team.

The use of team demonstrations on growth work at club camps and short courses and at fairs will help to place these ideas before outstanding club members and their leaders and before the public.

Let us work for sturdy boys and girls first, then for skill in production.

THE PLACE OF THE SINGLE PRACTICE IDEA IN THE NUTRITION PROJECT

Alma L. Garvin, Ohio

There seems to be a number of opinions as to what is meant by the term "single practice." * * * I shall endeavor to discuss this topic from the experience we have had in Ohio. We have taken a class of foods, such as vegetables, as our unit of work rather than an individual food such as spinach. I suppose we might call our method the "simplified project" instead of the single practice.

There is no doubt that we need to use small units in working with the women if we want to build up a lasting nutrition program. The number of times a group of women can meet for subject-matter training needs to be considered as well as the ability of the housewife to swing her family over in a hurry to the idea of better food habits. The lesson is learned best if there is one idea presented at a time.

However, there are both advantages and disadvantages in the single food idea. If we use spinach as an example of the single food idea, the phases of the spinach project might be the growing, the canning and the eating of spinach. The methods that might be used in all phases are: News articles, meetings, various kinds of contests, plays, and exhibits.

The advantages would lie in the comparative simplicity of the subject matter in all these phases so that the time and attention of the extension workers are freed for devising means to create interest and to focus attention upon the main ideas. The disadvantages of taking up spinach alone may be listed as follows: Nutritionally the project has little flexibility, offers no substitutes for those who dislike this single food; it is so limited that to many it might prove uninteresting; there might be difficulty in growing spinach in certain sections of a State; other important vegetable foods might be neglected while spinach was being emphasized; the project seems to call for salesmanship primarily rather than for teaching.

In Ohio, the simplified project has dealt with the use of a single group of foods - vegetables: Their food value, their preparation and their use, together with an adequate home garden. In this type of project we spend more energy on the presentation of subject matter and yet the same principles of salesmanship may be used. We have used contests, nutrition playlets, which proved very successful in carrying over a message, the slide set showing the "Do-care family," rat exhibits, and short demonstrations as well as the subject matter outlines. The simplified project as we have planned it does not lack variety. It still leaves an opportunity for any county or community to emphasize a single practice in connection with the project. People who desire may campaign for raising, preparing or canning spinach or any other vegetable; yet in the project as a whole, we can cater somewhat to the food likes of the people and still interest them in better food practices.

This simplified project lends itself to correlation with other pieces of work, such as junior food clubs and home management. The study of household accounts shows a need of emphasizing more vegetables on the average farm.

Last year in 15 counties carrying vegetable cookery, 813 leaders were trained and 4,185 families adopted the suggestions made. In 9 counties carrying the feeding the family project, 528 leaders were trained and 2,774 families adopted suggestions given.

Results so far have more than warranted the simplification of the project for the women seem to understand and put into practice generally the suggestions made. This is only the third year this plan has been in operation.

* * * * *

In the discussion that followed this paper reference was made to the Nevada "keep-growing" project, a health education demonstration in the schools at present carried on under the direction of extension agents and local leaders. The same ideas have been emphasized - proper weight, and a quart of milk, 2 vegetables, cooked cereal, and 10 hours of sleep daily - for four continuous years, but each year a single practice was selected for special exploitation through all possible extension means and agencies. Thus the first year saw special attention given to the use of milk; the second year stressed vegetables - raising, canning, using; the third year called attention to the need for 10 hours sleep for every child in the State, and the fourth year, now in progress, makes a drive on "hot food for lunch." By drawing the attention of the whole reading public in the State to the need for one improved practice at a time, in connection with a sustained project which requires the simultaneous adoption of several practices, but which can reach only a comparatively small number of organized extension groups, the Assistant Director of Extension for Nevada, acting as State nutrition specialist, has obtained a wide spread of influence.

Mimeographed copies of Miss Stilwell's report of this project were distributed.

THE USE OF ILLUSTRATIVE MATERIAL Marion Dunshee, Missouri

Illustrative material may perhaps be defined as any device or means which makes information clearer by appealing to one or more of the senses as well as to the reason.

There are very few people to whom the term "thing thinkers" would not apply. "I'm from Missouri. Show me!" may have started in Missouri but all of us really belong in that class. To get ideas across we must reach the individual through every possible channel, and especially bring things from the abstract to the concrete.

Illustrative material may consist of animate or inanimate objects. Human beings and other animals are among our most effective illustrative material. We will consider how these may be used in the various nutrition subprojects.

In the food-preparation project, we use the actual food; that becomes our best illustration. The women not only see it, they taste it and are thereby

convinced of its value. It has interested me to see how often the women make at home the dishes which they have seen prepared in the demonstration, instead of the recipes, equally good, which were not demonstrated. Sometimes, as in the case of the meat demonstration, the actual foods may be supplemented to good advantage with a chart. This chart clearly points out the difference between a good and a poor piece of beef. It is not always possible to get meat that would show it.

In the food-selection project, charts, pictures, slides, and sometimes movies are used. A blackboard and crayon often make better illustrative material than a chart. This is because the chart shows everything at once and one's attention may be easily diverted, whereas, with the crayon, the speaker develops the illustration as he goes, and thus holds the attention of his listeners at the point where he wants it.

All these devices are good but the one which makes the biggest appeal is the one which most concerns the individual and that is - himself. The food-habits score card in the abstract does not hold much interest but when a woman figures out her own score, that becomes very real to her; it illustrates or shows her own condition as regards food. When she steps on the scales and sees that she is overweight or underweight, she herself becomes a concrete illustration of that condition. Seeing herself in a light in which she doubtless has never before seen herself she often is easily persuaded to try to change her weight. At the end of several months of dieting she may have lost or gained as much as 30 pounds. Right then she becomes the best and most effective illustration of what proper food and health habits will do.

In the child-feeding project, in which the child is the first contact but in which all the members of the family are influences, all three types of illustrative material are used. At the very first meeting through the scales and food-habits scores the children group themselves as illustrations of underweight, overweight, or normal weight. Photographs taken of these groups at this time impress this condition upon the children.

Directions and suggestions are left with the teacher for illustrative material to be prepared by their own hands, posters, scrap-books, rhymes, songs, games, and plays. These are worked up throughout the school year. They also make and use vegetable and milk charts, directions for which are sent to them at different times.

At the close of the year all of this material, which illustrates the value of food and health is brought together for an exhibit. The children and parents come with the exhibit for an all-day meeting. A picnic dinner is prepared and served which illustrates health-giving food. But by far the most effective illustration used in the project is the children who have improved in weight and in food habits and have become pictures of health. They furnish illustrative material whose influence far outlasts that of any other type.

The most effective use of animals as illustrative material that I have heard of was described in the April number of *Hygeia* under the title "Lessons on Food and Growth from White Rats," by Kathryn Maddrey. No doubt most of you have read how this work was carried on in the grade and high schools of Texas.

The rats were placed in certain schools and one or two students were given the care of the rats, which involved 10 to 15 minutes a day. For the first three weeks the different rats were fed candy, chili, coffee or bottled beverages aside from cornmeal and salt. The last three weeks they were fed cornmeal, salt, and milk. Each day notices of the rats' progress were posted on the bulletin board so that the whole school could follow it. During the course of the experiment the rats were taken to other schools of the city and the little caretakers made short talks. Then the cages were put in a store window on exhibit over the week end. The fact that in one small city 1,500 people saw the exhibit during one day indicates the interest created.

The rats were used as illustrations of cleanliness, the effect of chewing food well, rest and sleep, the fact that appetite is no guide, and the results of bad feeding.

Not only was interest created but results were shown in a greatly increased demand for milk and vegetables and fewer sweets in the homes of the children and at the school lunch room. The results discredited the idea that rats are repulsive to children and that a rat exhibit would therefore be ineffective.

COMMITTEE REPORTS

Standards Basic To The Nutrition Project

Since the time for committee work has been limited to a few hours and since the setting up of any worth-while standard on nutrition would require either research or very careful analysis of the opinions of many persons, it is impossible at this time to propose any specific standards.

Therefore, the committee wishes to limit its report to a suggestive list of standards to be established and recommends that standards be worked out for the following:

1. Food selection for the individual:

Work on this standard has been done by the extension nutrition committee of the American Home Economics Association and is to be submitted at the annual meeting of that organization in Minneapolis in June. This has been put into the form of a food-selection score card emphasizing foods making up the greater part of a well-selected diet.

This might be made to include all foods needed by the individual at different periods of life. (Such a score card is used in Iowa.)

2. Food preparation, including:

Types of foods to be stressed in extension teaching.
Methods of preparation desirable.
Score cards for judging finished product.

3. Meal planning for:

The family: This may be made in the form of a score card.

The public eating place: This may be done in cooperation with organizations of restaurant and hotel managers.

The school lunch: This should consider the lunch with and without the hot supplement.

The community or group meal.

4. Food budgets, including:

Proportion of income to be spent for food and how this allowance should be divided between the groups of foods.

Yearly fruit and vegetable budgets including amounts to be provided fresh, canned, or stored.

5. Food service, including:

Mechanics of table setting and meal serving.
Mental and social atmosphere.

6. Exhibits on nutrition.

7. Demonstrations on nutrition.

By juniors.

By adults.

Since the committee wishes in no way to duplicate work already done it recommends the acceptance by this group of:

- (1) The food-selection score card as compiled by the extension nutrition committee of the American Home Economics Association.
- (2) The standards now being considered by the American Child Health Association, for judging by outward manifestations the nutritional condition and the well-being of the child.

Since the committee feels that definite plans should be made for working out the needed standards and that it is better to consider these one at a time, it recommends that the next standards to be considered be those for food preparation. In order that this work may be carried forward, the committee recommends that it be continued until the next meeting of the Land-Grant College Association and that at that time this association be requested to arrange to maintain a committee to work on standards basic to the nutrition project.

Respectfully submitted,

Grade B. Armstrong, Illinois, Chairman.
Dorothy A. Loudon, North Dakota.
Ruth Cessna, Iowa.
Aneta Beadle, Indiana.

Moved, seconded and carried that the committee be so continued, and that the Land-Grant College Association be requested to maintain a committee to work on standards basic to the nutrition project.

Long-Time Nutrition Program

The committee feels that the long-time nutrition program is one that can be carried on through the years, not necessarily all directed or led by the specialist, but also developed through initiative on the part of the people in the community.

- (1) Some phases of the program are necessarily specialist-directed. We have listed many of these which may be grouped into units or divided into parts to meet State or community problems.

Study of foods based on the food-habits selection score card.

This may be broken up into groups for study or into lessons as specialist sees fit. The food divisions may be individual foods as vegetables, milk, and the like, or food groups as proteins, and fats.

Food preparation may be included in each lesson according to the needs or desires of the community; a study of food values may be included to bring out foods high in specific substances, such as iron, calcium, vitamins.

Food for different age levels.

This includes foods suitable for:

Prenatal period, lactation period.
Infancy.

Preschool period.

In these periods special emphasis should be laid on bone and tooth development and on the psychology of feeding.

School age - including school lunch.

Adults.

Old age.

Corrective diets.

For such conditions as:

Overweight.

Underweight.

Constipation.

Sickness and convalescence: In this connection only general information should be given, e.g., types of diets, such as liquid, soft and convalescent. Special diets as for diabetes or other diseases should not be taught, but emphasis should be laid on teaching how to follow the doctor's orders.

Meal planning, preparation, and serving.

As applied to the family and to larger groups. This would also include meals for special occasions:

Threshers.

School lunches.

Community picnics.

Holidays.

Social affairs.

Food production.

Food preservation.

Marketing.

- (2) Other phases of the long-time program are community-directed activities which are the outgrowth of the specialist-directed activities or of a sense of community need. There should be provided:

An adequate school lunch.

Public eating places supplying foods needed for a well-selected diet.

Sanitary handling of raw and prepared foods for community consumption.

Planned gardens supplying a sufficient variety from which the family may can and store vegetables to fit the food needs of the family.

Building of a community consciousness for health of entire family.

Doctors and dentists recognizing food as an important factor in the building of sound teeth and healthy bodies.

Community demanding a sanitary, safe milk supply, in addition to the knowledge of the use of milk.

Market supplying foods needed in diet such as variety of vegetables, fresh and dried fruits, and coarse cereals.

Women recognizing and demanding good brand of goods.

Respectfully submitted,

Florence J. Atwood, Nebraska, Chairman
Lelia Ogle, Ohio.

Margaret Baker, Iowa.

Georgiana Smurthwaite, Kansas.

Food and Nutrition Clubs for 4-H Girls

Be it recommended:

1. That when practical both junior and senior groups cooperate in conducting jointly the community program in nutrition.
2. That it is highly desirable to give the same amount of subject-matter training to junior leaders as to adult leaders.
3. That training be given to junior leaders in methods of approach calculated to stimulate and maintain the interest of the young people concerned.
4. That girls be encouraged to enlist the interest and support of mothers and neighbors in the adult nutrition program.
5. That the appeal to club girls be made through:
 - (a) Attractively expressed projects in food preparation.
 - (b) Dramatization of food principles.
 - (c) Contests.
 - (1) Team and individual demonstrations.
 - (2) Scoring and judging of products.
 - (3) Scoring and judging of individuals.
 - (d) Exhibits showing the solution of simple problems in nutrition in an attractive way.
 - (e) Traveling kits prepared for local club leaders similar to clothing kits used in some States.
 - (f) Posters.
6. That in all projects, the growth work be encouraged by both men and women extension workers.
7. That a standard of wholesome girlhood be emphasized.
8. That health as a social and economic asset be emphasized from different angles at all community, county, and state-wide activities for young people.
9. That definite arguments in favor of food-club work be given by nutrition specialists to all field agents dealing with boys and girls.
10. That food-club work be planned on a nutrition and health basis rather than on the basis of food preparation alone.
11. That detailed plans be given local leaders for facilitating the food-club work conducted at meetings and in the homes, to the end that leaders may be able to conduct the work efficiently and that the parents, especially the mothers, may lend support to it.

12. That as soon as practicable another nutrition conference be held to include the attendance of both the State home demonstration leaders and club leaders.

Alma L. Garvin, Ohio, Chairman.
Josephine Arnquist, Iowa.
Lloyd Church, Iowa.
Conie Foote, Kansas.
Jessie Green, Nebraska.
Gertrude Warren, Washington, D.C.

Growth Work for 4-H Clubs

The committee recommends:

1. That growth work be made a part of all projects for boys' and girls' clubs, because health is not only one of the H's in club work, but is also basic for achievement along any line of endeavor. In addition, nutrition specialists feel that this is one of the most effective ways of assuring the success of a long-time nutrition program.

Like other new lines of work growth work should be developed gradually with due attention to effective organization and methods.

2. That the Washington office send out to nutrition specialists and State club leaders a list of the possible sources of effective illustrative material. Also that illustrative material be prepared by State nutrition specialists showing the progress made by the club members of the State as a whole and by individual club members which will serve to visualize the standards toward which we are working, as well as graphic records of conditions found through health clinics or health contests, and of the resulting improvements.

3. That volunteer club leaders be given training and help in correlating the growth work with their regular project work at leaders' training schools.

4. That team demonstrations be developed to bring out the correlation of growth work with the subject matter of various clubs.

5. That cooperation with health and medical authorities be obtained whenever possible before growth work is started, as this will create interest on the part of a group that will give prestige and impetus to the work.

6. That the club member score himself at regular intervals during the club year to mark progress, and so forth, and that a physical examination be given at least once a year by means of a contest or clinic.

7. That the health contest be so conducted that it results in focusing attention upon the progress and achievements of winners and also helps to visualize the standards of growth and development that are being made. To

this end the health contest should recognize two classes: One on which the scoring is based on progress made, and the other in which it is based upon the physical condition of the contestant.

8. That the winner in health contests be utilized in suitable ways as demonstration and illustrative material.

9. That blanks for physical examinations and suitable score cards be developed by the Washington office in cooperation with nationally recognized health organizations. Such score cards and examination blanks to be most effective in club work should be stated in sufficiently simple terms to be understood by the club member and his parents.

10. That a special effort be made to establish a good working relationship for growth work between foods and nutrition specialists and State, county, and local leaders of boys' club projects.

Mary A. Dolve, South Dakota, Chairman.

Marion E. Dunshee, Missouri.

Edna Huffman, Wisconsin.

Inez M. Hobart, Minnesota.

Miriam Birdseye, Washington, D. C.

Research

Research in the nutrition field has been so well covered in the large laboratories of our universities that it might appear difficult for the nutrition specialist to find questions which would suggest new research problems.

1. Responsibility of nutrition specialist in relation to research in nutrition.

The nutrition specialist must in all her work be alert to questions arising in the field which might develop from further surveys into a state-wide problem and in turn present a real need for research.

The committee suggests that the nutrition specialist work as closely as possible with the research department not only in helping in the selection of research problems but also in the carrying out of these problems as far as time permits and in using the results of research in the state-wide extension work.

2. The nutrition specialist can assist in research by:

- (1) Suggesting contacts for carrying out the work.
- (2) Creating local interest.
- (3) Assisting in making contacts.
- (4) Aiding in keeping up interest.

3. Nutrition specialist can use the findings of research in a popular and practical form in state-wide extension work.

Gladys Stillman, Wisconsin, Chairman.
Lillie Swanson, Iowa.
Flora Miller, Indiana.
Dixie Harris, Kentucky.

Resolutions

Resolved; That we heartily concur in the expression of appreciation to the Iowa State College, the Extension Service, and the resident Home Economics Department offered by the State leaders' section of the conference, and that in addition we express our thanks to Doctor Nelson, acting head of the nutrition division and to her staff for assistance and personal courtesies extended.

Resolved, That it is the sense of this conference that a meeting of nutrition specialists of the Central States should be held within the next three years and that this meeting should be held at such a place and time that State leaders and directors of extension may be in attendance. We have felt limited in our committee meetings and our discussion by lack of this contact.

Resolved, That whereas this group keenly feels a need for information on problems, methods, and achievements of nutrition specialists in other States as a guide and as a stimulus in our work, the Office of Cooperative Extension Work be urged to develop a plan for getting such information, and information relating to home demonstration work in general, into the hands of each specialist at regular intervals.

Florence Atwood, Nebraska, Chairman.
Flora Miller, Indiana.